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This is a report of an evaluation of the South Bronx Multi-Purpose Supplementary Educational Center (SOMPSEC). The primary objectives of SOMPSEC, funded under Title III, Elementary and Secondary Education Act were: (1) to enhance the self-image of minority-group students, (2) to encourage development of their artistic talent, and (3) to increase school-community cooperation. Tours of the center featured African, Afro-American, and Puerto Rican exhibits. Classes and experiences were also provided in dancing, art, and music. The Psychological Corporation developed an evaluation procedure consisting of process evaluation (through observations, interview, and record analysis) and product evaluation (through a research design specifying measures, samples, and statistical treatment). The program appeared to the evaluators to be very successful in fulfilling and encouraging the development of artistic talent and increasing school-community cooperation. Evidence indicates that the program has helped students gain an appreciation of the contributions made by minority groups. No distinct evidence was obtained to show enhancement of the self-image of minority group children. SOMPSEC could be a prototype for other inner-city centers. (KP)

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EVALUATION REPORT

SOUTH BRONX MULTI-PURPOSE SUPPLEMENTARY EDUCATIONAL CENTER

(SOMPSEC)

(An E.S.E.A. Title III Project of the New York City Public School System)

1967-68

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Foreword

This is a report of an evaluation of the New York City Board of Education project, "South Bronx Multi-Purpose Supplementary Educational Center," (SOMPSEC) for the 1967-68 school year. This project was initiated, developed and funded under Title III of the federal Elementary and Secondary Education Act.

The Psychological Corporation, as prime contractor for this evaluation study, had principal responsibility for management and appraisal. Mr. Gordon L. Madison supervised the field work, analyzed the findings, and prepared the manuscript for this report. He was assisted by Ramon L. Santiago, David Crystal and Carla N. Ford.

Software Systems, Incorporated assisted in developing the questionnaires and provided services in computer programming and data analysis. The staff members of this organization who had principal roles in rendering these services are John R. Fetter, Jack Fretwell, Jr., and Robert Lang.

The evaluators express their appreciation for the excellent cooperation and assistance they received from the members of the staff of the New York City Center of Innovation (Title III "PACE" Office) and from the members of the project staff in all phases of this evaluation study.

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Final Evaluation Report

SOUTH BRONX MULTI-PURPOSE SUPPLEMENTARY EDUCATIONAL CENTER (SOMPSEC)

I. Description of the Project

The South Bronx Multi-Purpose Supplementary Educational Center (SOMPSEC) was instituted to provide urgently needed educational services to the public and non-public school students in the South Bronx area of New York City, and, also, to help bridge the gap between the schools and the community. The seven and one-half square mile area served by the Center -- School District No. 7 -- has long suffered from overcrowding, as evidenced by a total population of about 200,000 and a high concentration of schools, 21 public and 11 non-public. Serving a disadvantaged population which is 58% Puerto Rican, 33% Negro, and 9% "other," District 7 has a plethora of pressing school-community needs and a paucity of services capable of coping with them.

Initially funded in December, 1966 under the provisions of the E.S.E.A. Title III Program, SOMPSEC began limited operations in March, 1967 and became fully operational the following month. The Center is located in the Bronx on East 157th Street, between Courtlandt and Melrose Avenues. While most of SOMPSEC's components are housed on the fourth floor of the annex to Public School 29, the auditorium on the first floor is used for orientation and for various programs of the Center. The fourth floor contains 22 rooms, including offices for the director and the executive assistant , a general office, the Negro and Puerto Rican Heritage Rooms, the African Room, the Puerto Rican Art Gallery and Handicraft Room, four rooms for art, three for music, and two for dance, plus an audio-visual room, a library, a sewing room, and the South Bronx Room.

The elementary, junior high, and senior high schools that participated in the activities of the Center are listed in Appendix A. Included among them are 10 parochial schools from District 7 that also visited SOMPSEC.

SOMPSEC's programs were planned principally for children in grades 4 to 12, but only the lower grades made regularly scheduled visits to the Center. Since high school students do not attend classes as a group,

interested high school students had to make special arrangements to visit the Center. The project coordinators supplemented these visits by arranging a series of concerts for these schools with the cooperation of Music Union Local 802.

SOMPSEC provided many other services for the benefit of the community. It conducted tours of its facilities, held special Saturday classes for the children and adults of the community, and employed indigenous persons as aides and teacher assistants. In addition, the Center staff members engaged in follow-up activities at the visiting schools. They conducted classes, lectures and demonstrations, and provided materials which the visiting teachers could use to supplement their lessons. Moreover, SOMPSEC functioned as a resource facility for professionals, community leaders, and other interested individuals who could derive benefits from the Center's offerings.

The principal objectives of SOMPSEC may be summarized as follows:

1. To enhance the self-image of minority-group students and to help them develop a sense of contribution to America's past and future

2. To inspire students and to encourage them to develop their talents in music and art

3. To increase school-community cooperation and empathy through the participation of parents and laymen in SOMPSEC's activities and services

II. Evaluation Procedures

To assess the effectiveness of the program, The Psychological Corporation developed an evaluation procedure consisting basically of process and product evaluation. Process evaluation was designed to determine how effectively the proposed program was being implemented and was serving the intended audiences. In essence, the process evaluation was accomplished through observations, interviews and record analysis. Some of the areas surveyed include the nature and extent of the various programs carried out by the Center, the population served, the utilization of facilities, staffing, and

dissemination activities.

Before visiting the Center, the evaluating team conferred with the SOMPSEC PACE coordinator to determine his concept of the nature of the project, including its objectives and implementation, and to discuss the evaluation plans. Meetings were also held with the project director to introduce the members of the evaluating team and to obtain an overview of the operations of the program. Numerous field visits were made to observe the Center in actual operation, to interview the staff members, and to review the records maintained by the Center. Copies of some sample records, including visiting schedules and a list of the schools in District 7, are shown in Appendix B.

Product evaluation, the second half of the evaluation procedure, was directed toward appraising the effect of the program on its participants. On the basis of the process information collected, the evaluators formulated a research design specifying measures, samples, and statistical treatments. This design is summarized below.

1. From the classroom groups scheduled to tour the Center, a sample of about 40 groups was identified in advance. Questionnaires were provided for these students at their respective schools prior to their visit to SOMPSEC, inquiring about their knowledge of the Center, their self-attitudes, and other personal traits or opinions.

2. These sample groups were given a post-visit questionnaire containing certain items repeated from the pre-visit questionnaire, as well as evaluative and opinion items relating to the students' experiences at the Center.

3. A brief questionnaire was administered to a small sample of students immediately after they had completed a tour of the Center and before they had returned to their schools.

4. A questionnaire was also administered to the classroom teachers of the visiting groups, asking for their personal reactions, the reaction of their classes, and their own evaluative comments and suggestions.

5. A representative sample of the various participating adult groups in the community was selected. This group of adults was asked to complete a questionnaire that inquired about the extent of their participation in the activities of the Center, their evaluative comments, and attitudes.

6. Finally, interview outlines and questionnaires were prepared for the staff of the Center to collect evaluation information in areas such as the progress and problems of the program and pupil performance.

All the questionnaires and interview guides were submitted to the PACE coordinator, the project director, and the SOMPSEC district school superintendent before being administered. The forms were duly approved by these officials.

III. Process Description Based on Field Visits (Conferences, Interviews and Observations)

During the initial evaluation period, a team of evaluators from The Psychological Corporation spent 14 days visiting SOMPSEC, and, subsequently, made a second round of visits. The evaluators observed the students and their teachers as they toured the Center, interviewed the program staff, and collected data from the available records. Interviews and observational periods lasted from 20 to 30 minutes each. Saturday classes were observed for a full hour or more on several occasions. The evaluators worked as a team in observing at least one group of students in order to compare notes, then branched out and observed different classes simultaneously. The findings of the field team are related below.

A. Staff. SOMPSEC has a staff of 10 professionals, including three appointed by the Board of Education. Twenty-nine full-time parent aides and six other part-time aides help in the office and in other areas of the Center. Of the 10 professionals, six are teachers who are engaged in daily teaching and administrative duties. In addition, about 28 artists and musicians were placed in local schools to supplement the Center's teaching activities.

The paraprofessionals, who come from the community, serve as hostesses and office workers. Each teacher aide is trained by the person in charge of one of the components. These aides are taught to operate film projectors, tape recorders, slide projectors, stereo phonographs, and, also, to perform some clerical duties.

B. Tours. Students visiting the Center are brought to SOMPSEC by school bus. They assemble in the auditorium, where they are introduced to the members of the music component. The musicians spend approximately one hour familiarizing the students with musical terms and with the instruments that make up the brass quartet. Each musician gives a brief history of his instrument and indicates the role that it plays in the group. Explanations are supplemented and illustrated by musical passages taken from classical and semi-classical repertoires. The musicians involve the students directly by bringing some of them to the stage and encouraging them to play any of the several instruments on hand, such as maracas, tambourines, triangles, cowbells, and, occasionally, the tuba.

The tour then moves to the fourth floor, which houses the remainder of SOMPSEC's exhibits. Here the students are separated into small groups by classes, and each group proceeds to a different component according to a predetermined schedule. A typical day for a group is as follows:

10-11 a.m.	Brass Quartet (auditorium)
11-11:30 a.m.	African Room and Negro Heritage Room
11:30 a.m. to 12:30 p.m.	Lunch
12:30-1 p.m.	Puerto Rican Exhibits
1-1:30 p.m.	Art Room
1:30-2 p.m.	Dance Room

The African Room has a large map of the African continent painted on the floor, with each country labeled and colored. The room is stocked with carved figures, spears, pottery, drums, reptile skins, pictures of animals, and clothing representative of the area as a whole. Students are encouraged to examine the objects, and are invited to ask questions. On the walls of the room are pictures showing scenes in a modern African city: office buildings, skyscrapers, highways and recreational facilities. Toward the end of the visit, a filmstrip is shown, accompanied by narration, highlighting the topography, landmarks, and flora and fauna of Africa.

The remainder of the period is devoted to the Negro Heritage Room. Here, children see pictures of outstanding Negro leaders in education, sports, politics, international affairs, music, dance, and fashion. Some of the exhibits are the work of the staff member in charge of the Negro Heritage Room. These displays depict scenes of the Negroes' struggle for equal rights. The tour of this component is rounded out by a brief talk and a filmstrip showing the contributions that Africans and Negroes have made to Western culture.

Following the lunch recess, the visitors are taken to the Puerto Rican component. It consists of three units: the Art Gallery,* the Ceramics and Handicraft Room, and the Map Room. The Art Gallery contains paintings, pictures, and posters by Puerto Rican artists, and a slide projector that is used to show scenes from dramatic programs and views of Puerto Rican scenery. The Ceramics and Handicraft Room displays carved figures and pottery, musical instruments typical of the island (guitar, maracas, palillos, tambourines), and offers recorded folk music from Puerto Rico. Finally, the Map Room is used for the showing of films and filmstrips that depict life in Puerto Rico.

The tour of the three rooms lasts approximately half an hour. In the Art Gallery, the children have an opportunity to examine the many paintings, pictures and posters. Then they move to the Ceramics and Handicraft Room, where they are greeted by lively Puerto Rican music. The musical instruments which the students are allowed to inspect and play are placed by the entrance. The students could dance to the strains of the "merengue" or the "guaracha," or could examine the figurines and other artifacts that were in the room. The third exhibit of the Puerto Rican component provides the visitors with a vivid, colorful picture of what the island and its people are like. By means of a sound film or a filmstrip accompanied by narration, the students are taken on a tour of the island, to see its beaches, its hotels, its

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* The Art Gallery was in operation for most of the year, but because most of the exhibits were on loan and had to be returned, the room was converted into a dance room in the spring.

parks, its slums, picturesque scenes in the country, bustling scenes in the city and people going about their business in typical fashion. The room has a large map of the island painted on the floor, where the pupils can trace their progress as they "move" around the island.

In the final stages of the tour, the pupils are directly involved in the activities of the Art and Dance Rooms. In the Art Room, each student is greeted by the artist in charge, directed to the paints, brushes and canvas, and set to paint whatever he wants in whatever fashion he desires. Crayons and paper are provided for those who would rather draw. The accent is on free and uninhibited creation; the artist's role is limited to encouraging the students to paint or draw and to making sure that the necessary supplies are within easy reach.

The dance program begins with warm-up exercises designed to limber the participants' muscles. About five minutes later, music is added, and the teacher demonstrates how body movements can be coordinated with the beat of the music. By the end of the period, students have practiced several different jazz steps, and the session ends with an exercise to relax the muscles.

The Light Environment Area, a component that was not functioning during the initial stages of the project, was finally put into operation. Though it is not included in the tour schedule, this area is accessible to any visiting group or individual whenever the Center is open. Fashioned by the artists on the staff from bits and pieces, this component is located in the Modern Art Gallery. The creators intended to provide the visitors with a "psychedelic" experience by means of light, in order to ready the esthetic senses in much the same way that the calisthenics in the Dance Room were meant to ready the muscles. In essence, the area consists of a tunnel whose walls are covered with aluminum foil. Inside the tunnel, the artists display a montage of light with the aid of a Carousel slide projector and a cylindrical object mounted on a turntable, covered with aluminum foil and multi-colored reflectors. When a switch is thrown, the slide projector sends an intermittent beam of light toward the object rotating on the turntable. The cylinder acts like a beacon, and the light is flashed on the walls of

the tunnel. The light bounces back from the foil creating a kaleidoscopic effect. The tunnel ends in the middle of the Modern Art Gallery, where the "sensitized" students are confronted with modern and pop-art paintings, many done by the Center's artists.

At the end of the sessions in the Art, Music, and Dance components, the students are invited to register for Saturday classes held at the Center. The Saturday activities are described below.

C. Saturday Classes. Some 25 classes are conducted at the Center on Saturday mornings between 9:00 a.m. and noon. These classes include instruction in guitar, trumpet, tap dance, ballet, modern dance, Afro-Cuban dance, painting and ceramics. Although the majority of those attending Saturday classes are students, adults from the community are also enrolled in the guitar, trumpet and sewing classes.

Class size ranges from 15 to 40 pupils, but the average class is composed of approximately 20 students. Normally, classes that require individualized instruction are the smallest.

Saturday classes meet for one hour and are conducted by members of the various departments of SOMPSEC. Participants whose interest in the different areas of instruction was awakened during their initial visit to the Center are given the opportunity to explore their chosen subjects in greater depth. Similarly, the instructors can devote more time to individuals than was possible during the tours.

A number of students with multiple interests attend more than one class. At intervals, students are given the chance to display the skills they have acquired through participation in variety programs.

D. Other Services. In addition to the regularly scheduled visits of school children from District 7, SOMPSEC encourages visits by community residents and any group that may be interested in the information, materials, and other resources that are available at the Center. Among the visitors that the Center has attracted so far are college students, paraprofessional training classes, school officials from districts that are planning similar programs, librarians, teachers, and several out-of-state visitors.

The services of the SOMPSEC staff members who travel to other schools in District 7 to conduct classes and demonstrations are available

to any school or organization in the city. Several staff members have been invited to lecture before community agencies on matters relating to their specialties. Moreover, the Center has held a number of student concerts on Saturdays for the benefit of the residents of the community.

The library, located on the fourth floor, was not opened on schedule because of a delay in the arrival of the books. However, the library subsequently has been stocked, and now includes books written in French and Spanish, as well as in English. These works deal with cultural aspects of other countries, races and nationalities. In general, the books encompass varying levels of reader interest and ability. Some of the books are suitable for the adult educational level, while others are appropriate for elementary school children. The supply of books is constantly growing, and there are now many representative titles of Puerto Rican, Negro and African works.

IV. Analysis of Questionnaire Responses

To assess the effectiveness of the program questionnaires were administered to the visiting students and teachers, other visitors, and the SOMPSEC staff members. Three different questionnaires were prepared for the students. The first, called the Student Center Questionnaire, was administered to a sample of 188 students immediately after they had completed their tours of the Center. A pre-visit questionnaire was administered to a different group of more than 1,000 students at their schools prior to their scheduled visit to the Center, and a post-visit questionnaire was filled out by more than half of this group approximately one month after their Center visits. Copies of the questionnaires appear in the Appendix.

A. Student Center Questionnaire. The group of 188 students who completed the Student Center Questionnaire consisted of 133 non-public and 55 public school children. This group included 84 boys and 104 girls, ranging in age from eight to fourteen. The questionnaire was designed to find out whether the pupils had enjoyed their visit to SOMPSEC, whether they felt that they had learned anything during their visit, which components they had liked best, whether

they would like to visit the Center again, and whether they would be interested in joining Saturday classes there.

Ninety-four per cent of the children indicated that they liked their visit to SOMPSEC very much, and not a single student expressed dislike of the Center. A majority of the children stated that the Center visit was worthwhile: 68% signified that they had learned quite a bit, and 31% indicated that they had learned something about people like themselves. Ninety-six per cent of the pupils reported that they would like to return for a second visit.

The students were asked to indicate how much they liked the various activities they had seen at the Center. They were given the following choices: "Did not see this," "Did not like this," "Liked this a little," and "Liked this very much." Table 1 of the Appendix shows the students' reactions to each activity. The responses that seem to be most significant are summarized below.

The most popular activities proved to be those in the Art Room, where the students could paint, and in the Puerto Rican Map Room. On the items that dealt with these activities, 80% of the students indicated that they had liked each of these two rooms very much, and only 3% said that they had not liked them. Other favorites were the Dance Demonstration (73%), the Brass Quartet (71%), and the Puerto Rican Handicraft Room (71%).

The remaining five components were liked very much by less than half of the respondents. An explanation for this may be that, because of scheduling problems, a substantial number of students did not get to see the African History Room, the films on Africa and Puerto Rico, the Afro-American Room, and the Puerto Rican Art Gallery. The percentage of students who indicated that they did not see these five components ranged from 31% to 46%, or approximately one-third and one-half of all the pupils answering the questionnaire. On the other hand, the percentage of students who did not visit the other five components did not exceed 6%. If the percentages were computed on the basis of the students who <u>saw</u> the activities at each component, the results under discussion would be as follows:

	Liked this very much	
	N	%
African History Room	88	75
Film on Africa	72	65
Afro-American Room	81	76
Film on Puerto Rico	81	70
Puerto Rican Art Gallery	73	72

From this perspective, the activities carried out by SOMPSEC seem to have been successful. Even so, only 45% of the students indicated an interest in joining Saturday classes. Of those who indicated that they were planning to enroll in Saturday classes, the majority reported that they would be interested in dance and trumpet instruction, with the remainder opting for painting and guitar lessons.

B. Pre-Visit Student Questionnaire: Unmatched Items. A total of 1,028 students answered a questionnaire at their schools before visiting SOMPSEC. This questionnaire contained some items that were not duplicated in the post-visit questionnaire. These items were intended to draw information about the respondents' characteristics, their familiarity with the Center, and what they expected to see and do there.

Over 90% of the responding students came from families who had more than one child. Thirty-nine per cent reported that they had one or two siblings, 46% had three to seven siblings, and 6% came from families of nine or more children.

On the question about reading habits, 92% of the students indicated some interest or great interest in reading books. Sixty per cent of the respondents expressed great interest in sports, 2 % indicated some interest, and the remaining 13% indicated no interest at all. A majority of the respondents signified that television was more interesting than school. Fifty-five per cent reported great interest in going to school, while 68% indicated a great interest in watching television. For a small fraction of the group (about 5%), television held no appeal whatsoever, according to the questionnaire responses.

Significantly, close to 90% of the pupils expressed an interest in studying, half of these reporting some interest, and the other half indicating great interest. The question concerning grade averages yielded

results that were consistent with the students' professed liking for study. Thirteen per cent of the students reported that they earned mostly A's, 43% mostly A's and B's, 33% mostly B's and C's, and only 10% said they received mostly C's and D's or lower.

The degree of familiarity with SOMPSEC varied from one student group to another. Forty-one per cent of the pupils stated they had never heard of SOMPSEC, and 53% had never paid a visit to the Center. However, 32% had heard the name mentioned, and about one-fourth had heard a lot about SOMPSEC. Most of the students' information about the program seems to have come from their schools, since 42% of the pupils reported having been told about SOMPSEC for the first time by their teachers, and 37% indicated that they had visited the Center with their school class. A very small percentage had made the visits with their family or friends, or had taken classes there.

Although 35% of the students indicated that they did not know what went on at SOMPSEC, the rest of the pupils knew or made reasonable guesses. Twenty-seven per cent believed they would learn about other countries, 20% thought they would learn about other people. Eight per cent said that they expected to be told about their own people, and almost 10% thought they would learn where Americans came from.

3. Pre-Visit and Post-Visit Student Questionnaires: Matched Items

The post-visit questionnaire was completed by 547 students one month after they had taken the pre-visit questionnaire. Certain items appeared in identical form in these two questionnaires to provide a basis for judging whether the students' interests or attitudes had changed as a result of their SOMPSEC experiences. A summary of the responses to these questionnaire items appears in the Appendix.

Ten of the items dealt with student interests. In general, the responses to these items showed little evidence of change during the one-month period.

Both before and after their visits, at least 90% of the students indicated that they were interested in listening to music, visiting museums or art galleries, travelling around America and to other countries, and

learning about their backgrounds. Among these interests, the strongest appeared to be associated with travelling. Some 80% of the students signified in both the pre-visit and post-visit questionnaires that they had great interest in travelling around America. In the pre-visit questionnaire, 80% also indicated great interest in travelling to other countries, but this percentage dropped to 77 in the post-visit questionnaire responses.

The percentage of students who indicated great interest in visiting museums or art galleries decreased from 60 to 52, a difference of 8%, over the one month period between the two questionnaires. Great interest in learning what others like themselves have done in the past was indicated by 7% fewer students in response to the post-visit questionnaire, and by 5% fewer students for going to concerts and going to dances. On the other hand, about 5% of the students shifted their responses from "no interest" to "some interest" in playing a musical instrument, following their visit to SOMPSEC. Practically all the other changes in the percentage distributions of responses between the pre-visit and post-visit questionnaires were quite small, ranging from 1% to 3%.

The four questions that asked the students about their attitudes towards school elicited mixed reactions. The percentage of pupils who disagreed with the statement "Most of the homework I get is a waste of time and not helpful at all" increased 8% from the pre-visit to the post-visit questionnaires, while the percentage of students who agreed with this statement decreased 3%. On the other hand, subsequent to the SOMPSEC visit 3% fewer students agreed that school would help them in their life's work, while the percentage who disagreed with this statement did not change. The statement to the effect that one learns more on a job than in school elicited the same pattern of responses on both questionnaires.

For the statement "Having a good education is the only way a person can get ahead in the world today," the post-visit questionnaire showed that 3% fewer students agreed, 2% fewer disagreed, and 4% more took a neutral position, as compared with the pre-visit responses.

In another set of items, the students were asked to indicate whether they felt happy, unhappy, or indifferent toward certain aspects of their lives as students, as members of a community, and as individuals. The per cent of students indicating happiness about learning something new decreased from 90% to 87% over the one-month period, while the per cent of "unhappy" responses

increased from 3% to 5%. School seemed to have increased appeal for some of the students after their SOMPSEC visit, since 6% fewer pupils than before indicated feeling happy about going home from school every day. Still, nearly two thirds of the pupils who answered the post-visit questionnaire said they were happy about going home from school.

On the pre-visit questionnaire, 57% of the students indicated they were happy about their reading ability, and 30% said they were unhappy about it. The corresponding figures for the post-visit responses were 60% and 32%, representing increases of 3% and 2%, respectively. On the post-visit questionnaire, about 75% of the students expressed happiness about the extent of their knowledge (up 5%), and only 19% said they were unhappy about this (down 4%).

The students' opinions remained virtually unchanged on the item where they were asked to judge the quality of the education they were receiving. A large majority (83%) indicated happiness, and only 9% expressed unhappiness about the quality. The schools they were attending were regarded favorably by 68% at the post-visit stage, a decrease of 3% from their earlier responses.

Approximately half of the students said they felt happy about their neighborhood, while almost one third expressed unhappiness about it. The pupils' responses to the question that asked what their neighbors did and the kinds of jobs they held were marked by a tendency to select the response "I have no feeling about this." In regard to their feelings about their neighbors' jobs, 45% made this choice in the post-visit questionnaire, which was an increase of 4% over the pre-visit figure. Whether these answers indicated a high degree of indifference or a lack of information on the part of the students is not known.

The other items in this set called for more introspection,and they were answered quite decisively in the main. To the phrase "The kind of person I am," 77% indicated that they were happy about this, and 12% expressed unhappiness. These percentages were almost identical with those given before the SOMPSEC visit. Only 13% indicated that they were happy about the violence in America today. The percentage indicating unhappiness about violence decreased from 81% to 73%, pre-visit to post-visit.

On both the pre-visit and post-visit questionnaires, happiness was expressed by more than 80% of the students about looking forward to their future jobs, and by approximately 70% with respect to how they looked and the kind of face they had. Close to 75% of the respondents signified that they were happy with the type of friends they had. Concerning "The fight for equality," the pre-visit and post-visit responses showed substantial dispersion over the three choices: about two fifths were happy about it, slightly more than a third were unhappy, and one fifth had no feeling about this matter.

In general, the students' pre-visit and post-visit responses to the questions about themselves showed little change. For example, on both occasions, about 40% of the students responded to the statement "I am the leader of my group" by indicating that "It does not describe me;" 36% signified that the statement described them a little; and about 20% held the opinion that it described them very well. About 44% indicated that "I make good use of my time" described them a little, 38% thought it described them very well, and the others did not feel that it described them at all.

To the statement, "I influence others' ideas," about 30% responded that it did not describe them, 40% said that it described them a little, and 25% signified that it described them very well.

On both questionnaires, about half the students agreed that "When I say I'll do something, I get it done" described them very well. Thirty-five per cent reported that it described them a little, and the others did not feel that it described them very well. Almost 90% of the students expressed the opinion that the statement "I am a hard worker" described them either a little or very well.

About 50% of the students responded to the statements "I do my job even if I dislike it" and "I look on the brighter side of things" as describing them very well. An additional 30% thought it described them a little. Forty per cent said they take pride in what their friends do, and approximately 35% reported that this statement described them very well. Half of the students indicated that the statement, "I am a team player" described them very well. The other half were equally divided between those who said that the statement described them a little and those who said it didn't describe them at all.

In another part of the questionnaires, the students were given a list of pairs of different groups of people--such as Americans and New Yorkers, Puerto Ricans and Americans, and Americans and Africans--and were asked to indicate which of each pair they felt "closest to." They were allowed the option of making a neutral response if they did not feel close to either group in a pair. A statistical summary of the students' responses is given in Table 3 of the Appendix. On the whole, the changes in the distribution of the responses from pre-visit to post-visit were in the nature of just a few percentage points. The largest change was registered in the choice between Negroes and Americans. On the pre-visit questionnaire, 32% of the students said they felt closest to Negroes, and 52% to Americans. After the SOMPSEC visit, the percentages were 29% for Negroes and 61% for Americans. In the choice between Negroes and Africans, the choice went toward Negroes for 46% of the pre-visit responses and 53% for the post-visit responses, while Africans drew 14% of the responses on both occasions. Before the visit, 15% of the respondents indicated that they did not feel close to either New Yorkers or Negroes, as compared with 8% afterwards. In the choice between New Yorkers and Negroes, the distribution of responses was: pre-visit--New Yorkers, 56% and Negroes, 23%; post-visit--New Yorkers, 59% and Negroes, 29%.

Another item in the questionnaires asked the students whether they felt closest to Americans, New Yorkers, Negroes, Puerto Ricans or Africans, given those five choices. Both before and after the SOMPSEC visit, 30% said Puerto Ricans; 29%, Americans; and 20%, New Yorkers. The Negro choice increased from 12% to 15%, while the "no responses" decreased from 9% to 5%, pre-visit to post-visit. Just about 1% (5 students) specified Africans before their visit, as compared with about 2% (9 students) afterwards.

4. Additional Items in the Student Post-Visit Questionnaire

The post-visit questionnaire contained some items that had been used in the Center-site questionnaire, which was discussed above. The responses of the group of 547 students to these items serves as the basis for the following summarization. . . . .

Eighty-one per cent of the students said they had heard about SOMPSEC from their family, 80% from SOMPSEC personnel, 76% from their teachers, 67% from friends, and 53% from seeing or visiting the Center. About three fourths of the students indicated they would like to return for another visit.

To the items that asked how much they had learned through their SOMPSEC visits, the responses "something" or "a great deal" were checked by 80% of the students for learning about other countries; by 78% for learning about other people; and by 63% for learning about their own people. About half the group reported that they had learned something or a great deal about where Americans came from, and 37% indicated they had learned something about themselves and their family.

The students were asked to indicate how much they liked the various components of the Center. The Art Room and the Puerto Rican handicraft room were liked best by 76% of the students, and the African History Room by 74%. The next most popular components were the film on Africa, the Puerto Rican Room, and the film on Puerto Rico. The brass quartet, the Afro-American Room and the Puerto Rican Art Gallery ranked lower in popularity, although more than 50% of the students reported that they liked each of these components.

When the students were asked which Saturday classes appealed to them, 18% indicated some interest in the dance classes and 52% reported a great deal of interest in these classes. About 50% said that they had great interest in painting, and 27% indicated some interest in it. Guitar and trumpet classes had some interest for approximately 25%, and great interest for about 40%.

5. Visiting-Teacher Questionnaire

The teachers who had brought their classes to SOMPSEC were asked to evaluate the effectiveness of the Center as a cultural and educational experience for their students. Thirty teachers answered the questionnaire.

All these teachers indicated that their students had shown some interest in the various components of the Center, and that the visit was of some value to their classes. Most of the teachers rated the Puerto Rican Handicraft Room and the dance demonstration as the components that proved to hold the students' interest best. The brass quartet and the film on Puerto Rico were regarded as the most valuable components from the educational viewpoint.

The consensus of the teachers was that the film on Puerto Rico and the Puerto Rican Room were the components that were most effective in helping the students to understand their ethnic background. The African History Room and the film strip were judged to be of little value in this respect.

The majority of the teachers indicated that their classes behaved as usual during their visits to SOMPSEC. Six teachers said their students behaved better than usual while at the Center, and four teachers indicated that the behavior was worse than usual.

No change in their class's cohesiveness as a result of the SOMPSEC visit was reported by 13 teachers. Nine perceived increased cohesiveness, and only one said that her class became less cohesive.

According to the visiting teachers, the students asked more questions about how to enroll in the Center's Saturday program than about any other aspects of the program. Some teachers reported, however, that their students wanted to know where they could learn to dance, play a musical instrument, draw, or paint.

In the opinion of most of the teachers, the SOMPSEC experience was relevant to the students' classroom work. The teachers said that the visit seemed to stimulate the students' interest in art and music, and also helped them to understand other people, countries, and places. On the other hand, the teachers said that the SOMPSEC experience was relatively ineffective in helping the students to develop a better sense of identity, understand current events, or gain an appreciation of life in America.

While the teachers expressed varied opinions about the degree of success of the visits in meeting the objectives of the Center, most indicated that some of the objectives had been met only partially or not at all.

Among the recommendations that the teachers offered for improving the Center were the following:

1. Increase the amount of time allowed for visiting each component
2. Install more rest rooms and improve the existing facilities
3. Stress cooperative living and intergroup relations rather than ethnic backgrounds
4. Provide transportation for Saturday classes
5. Expand the visits to a two-day program

6. Improve the exhibits and speeches in the Afro-American Room
7. Prepare more materials to explain the various components
8. Establish similar centers in all school districts
9. Send representatives to the schools before the visits, and also afterwards as a follow-up
10. Gear the lecture material to the children's backgrounds and invite the children to participate more fully
11. Provide more classes suitable for the younger children, and also some additional classes for adults

6. Visitors Questionnaire

Questionnaires were completed by 57 persons who visited SOMPSEC apart from the regularly scheduled school-class tours. Of these, 54 were women and three were men. Forty-nine were Bronx residents, and eight were from other boroughs. Eleven were under 25 years of age, 16 between 25 and 35, 19 between 36 and 45, and 9 over 46. Two did not give their ages.

About three-fifths of the visitors indicated that they had heard about SOMPSEC from associates at work. Approximately a third said they had learned about the Center at the schools where they were teaching or taking classes, while the others mentioned neighbors or newspapers as their sources of information about SOMPSEC.

When asked why they had visited the Center, 38 of the visitors said they had come as representatives of their schools or agencies, and 25 stated that they just wanted to see what it was like. Seven checked the response "To examine parts of the program," two indicated that they had visited the Center before and wanted to see more, and two had brought their children for registration in the Saturday classes.

The visitors were asked whether they would like to enroll in any of the Center's classes. Affirmative replies were given by 33, of which 15 expressed interest in the dance class, 9 chose painting, 7 specified the guitar, and 2,

the trumpet. Uncertainty about wanting to enroll in Saturday classes was indicated by 17 of the visitors.

According to the questionnaire responses, most of the visitors concentrated their attention on one particular aspect of the Center, such as the Afro-American Room or the Puerto Rican Room, and did not see many of the other components. The majority of the visitors said they liked very much the components they did see.

The visitors were given an opportunity to write comments about the Center, but few did so. Of those who did, most suggested expanding the program to include more centers in the community. Also mentioned were the needs for more information about the Puerto Rican culture, transportation to and from the Center, and better advertising through newspapers and television. It was also suggested that more classes be offered for young children and adults.

7. Staff Questionnaire

Twenty-seven members of the SOMPSEC staff, including teachers and paraprofessionals, answered questionnaires. Fourteen were women and 13 were men. Ten were residents of District 7.

Since many of these staff members held positions that confined their responsibilities and activities to a particular segment of the SOMPSEC program, they tended to answer only those questions that were directly related to their assignments. The majority did indicate, however, that most visiting students showed strong interest in the Center's exhibits and activities. About 90% of the staff signified that, insofar as they were in a position to judge, the program was meeting each of its objectives.

Most of the suggestions that were offered by the staff members were similar to those of the visiting teachers. Additionally, the staff recommended that cafeteria facilities be installed and that the Center be continued on a permanent basis.

V. Information Obtained From Interviews

Interviews were held with members of the teaching staff, paraprofessionals who served as hostesses or assistants to the teachers, and the project director and his assistant.

The staff members agreed, in general, that the SOMPSEC program was effective. Many of them indicated, however, that attention should be given to developing better ways and means for insuring prompt delivery of supplies. Several staff members suggested that additional rooms be made available for cafeteria services.

The project director gave his conception of the objectives of the program as follows:

1. To make pupils and parents aware of the rich cultural heritage of all people and especially themselves
2. To stimulate other projects of this nature, emphasizing the dissemination of information about the cultural heritages of minority groups, with a view toward improving the self-image of individuals in the minority groups
3. To give students opportunities to become acquainted with various types of art forms, to develop appreciation of them, and to acquire some artistic and musical skills
4. To help develop and strengthen feelings of community pride

The director and his assistant thought that these objectives had been reached by the actual program operations. They said they had received numerous requests from within and outside the community for permission to make visits to the Heritage Center. Also, many individuals used the Center's library for reading and research in the ethnic area.

Both the director and the assistant director expressed the opinion that instruction in the art forms during the tours and in the Saturday morning classes had been well conceived and were popular with the various types of visitors.

The project director cited the continued activity of the Advisory Council in helping to decide what directions the program should take in the future and in spreading information to many social and community agencies. In addition, he pointed out that SOMPSEC is used as a meeting place for parents and other community groups, as well as recreational groups.

The project director stated that the major problems the teaching staff encountered were those associated with space and scheduling difficulties in the various neighborhood schools they served. He said that the SOMPSEC program sought to provide continuity by supplying various types of audio-visual aids and other demonstration materials for use in the local schools.

The director and his assistant characterized their relationships with the teachers and office staff members as being very professional and amiable. They said that the teachers and staff members were well aware of the aims of the projects and met no conflicts in working toward these objectives.

The director said that the amount of space that had been provided for the Center was inadequate. Furthermore, he expected the amount of available space to be reduced next year, when two rooms are to be used for regular school classroom purposes. He regarded the equipment as satisfactory, but mentioned that some of it had been several months late in delivery.

The fact that many students come to the Center voluntarily and experience success there was cited as evidence that the Center is meeting its objective of serving the needs of students.

When asked "How well has the program succeeded in general?", the project director said: "Based upon unsolicited communications from teachers, parents and pupils who asked for continuation and extension of the program, I would say it is very successful."

The director and assistant director offered the following recommendations for improving the program:

1. More commodious space should be provided. The Center might well be revamped on the style of a supermarket, and relocated on the ground floor of a readily accessible and attractive building.
2. More generous stipends should be provided for SOMPSEC representatives who make field visits to schools and community agencies.
3. Provisions should be made for greater elasticity in the use of available funds to allow the program to meet its dynamic demands.

VI. Evaluation Summary and Recommendations

In the opinion of the evaluators, SOMPSEC fulfilled most of its objectives. The program appeared to be very successful in inspiring students and in encouraging them to develop their talents in music, dance, and art. The school-community relationship has been greatly improved as increasing numbers of adults from the community participate in the Center's activities and utilize its facilities for community functions.

Analysis of the students' questionnaire responses yielded evidence that the program had helped the students gain better understanding and appreciation of the contributions that have been made by minority groups toward the growth and development of this nation. No distinct evidence was obtained, however, to show that the Center's activities had been very successful in enhancing the self-image of minority group children. The questionnaire survey method might not have been sensitive enough to detect changes of this nature that might have been produced by the children's very brief exposure to the SOMPSEC program.

Following is a summary of the principal evaluation findings:

A. Management and Staff. The director and his executive assistant managed the Center with notable skill and efficiency. They scheduled the student groups' visits well in advance and made the necessary preparations carefully. When the evaluators were present at the Center, they noted that the administrators were constantly checking to make sure that the students were on schedule, and that the groups moved from one component to another without confusion.

All the members of the SOMPSEC staff seemed to be dedicated and competent individuals. Those who were in charge of the various sections were either licensed professionals or practitioners in their field of specialization. One staff member held a doctoral degree. The various members of the staff planned the activities of their respective components in consonance with the objectives of the program as a whole. The attendance record of the staff members was excellent, and there was ample evidence that they had spent considerable time in preparing materials and activities for their students. In addition to their other duties, each director of a component trained the paraprofessionals who were under his jurisdiction.

The majority of the paraprofessionals working at the Center were high school graduates who lived in the school district. They were interested in their work and were adequate in applying their newly learned knowledge and skills. Once the paraprofessionals learned their new skills, they were likely to move on to more lucrative jobs outside the Center. While this was a desirable objective, it increased the Center's training problems.

B. Space and Equipment. The Center used most of its space to full capacity. The South Bronx room was never completed, and some valuable space was conse-

quently wasted. In the initial proposal for funding, it was estimated that SOMPSEC would serve some 500 students a day. However, since the Center's activities have been confined to one floor of an old building, the number of students served per day was necessarily limited to approximately 200.

During the beginning of the SOMPSEC activities, the daily log of visitors showed only the number of classes and groups, and not the number of individuals. At the beginning of the spring term, an attempt was made to get an accurate account of the number of students attending the Center. It appears that the Center accommodated about 2,000 students per month.

SOMPSEC's space limitations prevented expansion of its exhibits and improvements in the accommodations for its visitors. Although every attempt was made to display the exhibits attractively, additional space would make them even more effective. Some of the exhibit rooms were not large enough to accommodate regular-size class groups comfortably.

Most of the equipment and display materials at the Center were adequate, but there were some serious deficiencies. Some of the immediate needs of the Center are lunchroom facilities, a cloak room, chairs, and up-to-date film strips. Also, the delivery of supplies should be expedited, and provisions should be made to pay rental fees for exhibit materials promptly.

C. Tours and Exhibit Areas. The tour of the Center was the main feature of the program for the visiting class groups. However, the time allotted for each component or area was too brief. The evaluators suggest that more time be given to the African and Puerto Rican exhibits, and perhaps less time should be devoted to the music area. Following are evaluative comments about the specific components:

1. The African Room contained many interesting artifacts of the continent, but they were exhibited in a static, museum-like manner. Some audio-visual materials and samples of clothing, foods and costumes typical of Africa were added during the school year, along with pictures of some of the modern African towns and cities. The evaluators suggest that more pictures be exhibited to show some of the industries, major crops, and other features of the current African civilization. It would also be appropriate to provide information about African forms

of government, and about the sports or other recreational activities that are either unique to the continent or similar to America's. The brief talk that is customarily given to the students should be made more pertinent to the exhibits and should include information about the current leaders of the developing nations.

2. The Afro-American Room (formerly the Negro Room) had very attractive exhibits, but they tended to be fragmentary. The brief film strip and talk that were part of the program in this room had little bearing on Afro-American heritage and identification. The evaluators suggest that brief autobiographical sketches be placed beside the pictures of outstanding Afro-Americans. Current films or film strips about Afro-Americans, showing their contributions to American life, past and present, are needed. Part of the display in this room consisted of scenes depicting the Afro-Americans' struggle for equality. These scenes had been painted by the director of this component. They were conspicuously placed, and they frequently stimulated discussions among the student visitors.

3. The Puerto Rican exhibits, housed in three separate rooms, tended to give the visitors a good notion of what Puerto Rico and Puerto Ricans were like. Unfortunately, the room that housed the paintings had to be changed because the paintings had been on loan and had to be returned because the rental fees had not been paid. One of the filmstrips was up-to-date, accurate, and very relevant to the viewing audience. The person who conducted the filmed tour was a boy about the same age as the members of the audience, and he pointed out scenes that were likely to be most interesting to these young visitors. The narration by the staff in charge was lively and realistic. An attempt was made to highlight the positive aspects of Puerto Rican culture, without glossing over or apologizing for the shortcomings such as are inherent in any culture. The few paintings that were still available in the Puerto Rican room in the spring were properly labeled, and a brief sketch of the author appeared along with his art work.

Although good use was made of the facilities of the Puerto Rican component, the following suggestions for improvement are offered:

a. The time spent on these exhibits should be increased. Ten minutes per room is hardly enough to allow their contents and essence to be appreciated fully.

b. Although some effort was made to label the paintings, pictures, and posters correctly the visitors would probably have been more favorably impressed if they had been informed that a given work of art was that of a specific Puerto Rican individual, rather than that of an "unidentified Puerto Rican artist."

c. More care should be exercised in selecting audio-visual materials for the map room.

d. More emphasis should be placed on the cultural heritage and identification factors, although it is perhaps difficult to do this effectively without tending toward "indoctrination." On the other hand, merely showing the students the exhibits will not necessarily lead them to "learn about their ethnic history," "develop pride in their area and ethnic group," "acquire identity and belongingness," and "develop more positive self-image."

The director of the Puerto Rican component performed competently in selecting the contents of the exhibits and in organizing his staff to receive visitors. His assistants were genuinely committed to the task of making a favorable impression, through the exhibits, on both Puerto Ricans and non-Puerto Rican visitors.

4. The Dance, Art, and Music components made excellent use of the time allotted to them. The students were active from the time they entered the rooms to the very end of the program. The teachers emphasized student involvement in the activities, rather than formal instruction in the different fields. The students were made to feel that they were being exposed to an experience in dancing, painting, and music, instead of finding themselves in a structured classroom situation. The students were clearly informed at the outset that participation in these activities would not require expenditures for special clothing, shoes, or other supplies. (The majority of the visitors were from poverty areas.)

In the evaluators' opinion, these components gave the students experiences in the arts which they could relate to their own lives. For example, the dance instructors stressed steps and dances such as jazz, tap, Afro-Cuban, which the students recognized and could use in social situations. The esoteric dances were reserved for the Saturday classes. In similar fashion, the art component allowed the visitors to paint simple pictures, using simple lines, disregarding the subleties of technique. Perhaps one reason why the art room was so popular was that few of the students who visited the Center had previously had the opportunity to stand before a canvas and express their artistic inclinations in an unrestricted manner. Students who had musical interests or talents were able to learn to play instruments that had not been within their reach, either in terms of money or availability.

Each of these three components set up displays in the corridors adjacent to their respective rooms. Through its pictorial exhibit, the music room acquainted the students with the various instruments that made up an ensemble, but which the Center was not able to acquire. The art exhibit displayed the work of the students, and gave them a sense of accomplishment and pride. The dance exhibit identified staff members and other individuals, of all races and nationalities, who have achieved success and recognition in this field.

In general, the value of SOMPSEC to the community of District 7 in the Bronx appears to very substantial. The information obtained through the questionnaire surveys and from the unsolicited letters that were sent to the Center indicates that SOMPSEC has made a very favorable impression on the students, teachers, parents and community members who have visited the Center or who have been exposed to its activities.

Serious consideration should be given to relocating SOMPSEC in a building that is more accessible and more attractive in appearance.

Increased benefits might be derived from the program if a SOMPSEC representative were to visit each school prior to its trip to the Center for the

purpose of explaining the components and activities in advance. A brochure describing the Center and its purposes also seems to be needed.

The evaluators recommend that stronger emphasis be placed upon enhancing the self-image of the students in the community, particularly by stressing the contributions that members of their ethnic groups have made to the development of the United States.

Since SOMPSEC has evidently made a very substantial contribution to the community it serves, the evaluators recommend that the support of this project by public funds be continued.

SOMPSEC also has merit as a prototype for the development of similar centers in other inner-city locations.

Appendix A

Statistical Tables

(Summaries of Questionnaire Responses)

Table 1.
Students' Reactions to SOMPSEC Components

(Percentage distribution of students' responses to Items 3-12 of questionnaire completed at the Center; N=188)

Activity	Did not see this	Did not like this	Liked this a little	Liked this very much	Multiple response	No response
The Brass Quartet	2.1	3.7	17.0	70.7	5.3	1.1
The African History Room	37.2	2.1	10.1	46.8	2.7	1.1
The Film on Africa	41.5	2.7	13.3	38.3	0.5	3.7
The Afro-American Room	31.4	3.2	17.0	43.1	4.3	1.1
The Puerto Rican Handicraft Room	5.9	2.7	16.5	70.7	0.5	3.7
The Puerto Rican Room (with the map on the floor)	0.5	3.2	13.8	79.3	0.5	2.7
The Film on Puerto Rico	38.8	1.1	10.6	43.1	4.3	2.1
The Puerto Rican Art Gallery	46.3	0.0	9.6	38.8	1.6	3.7
The Art Room where you could paint	2.1	2.7	10.6	79.8	0.5	4.3
The Dance Demonstration	0.5	12.2	11.2	72.9	0.0	3.2
Summary, all components	20.6	3.4	13.0	58.4	2.0	2.7

Table 2.
Students' Indications of the Strength of Their Interests
(Percentage Distribution of Students' Responses to
Pre-Visit and Post-Visit Questionnaires; N=547)

	No Interest	Some Interest	Great Interest
Listening to Music			
Pre-Visit	6	30	62
Post-Visit	5	35	58
Difference	-1	5	-4
Drawing Pictures			
Pre-Visit	14	37	49
Post-Visit	12	38	48
Difference	-2	1	-1
Playing a Musical Instrument			
Pre-Visit	15	24	60
Post-Visit	10	29	61
Difference	-5	5	1
Visiting Museums or Art Galleries			
Pre-Visit	7	32	60
Post-Visit	9	39	52
Difference	2	7	-8
Travelling Around America			
Pre-Visit	4	15	80
Post-Visit	5	14	80
Difference	1	-1	0
Learning About Your Background			
Pre-Visit	10	35	54
Post-Visit	8	38	53
Difference	-2	3	-1
Going to Concerts			
Pre-Visit	19	38	42
Post-Visit	18	44	37
Difference	-1	6	-5
Travelling to Other Countries			
Pre-Visit	6	14	80
Post-Visit	5	18	75
Difference	-1	4	-5
Going to Dances			
Pre-Visit	14	21	64
Post-Visit	15	25	59
Difference	1	4	-5
Learning What Others Like Yourself Have Done in the Past			
Pre-Visit	11	37	52
Post-Visit	15	39	45
Difference	4	2	-7

Table 3.

Students' Responses to Questionnaire Items Pertaining to Their Feelings of Identification

(N=547)

Groups	Pre-Visit Questionnaire		Post-Visit Questionnaire	
	f	%	f	%
Americans	214	39	229	42
New Yorkers	235	43	239	44
Not close	69	13	48	9
No response	29	5	31	6
Puerto Ricans	246	45	230	42
Americans	235	43	257	47
Not close	38	7	32	6
No response	28	5	28	5
Americans	379	69	405	74
Africans	71	13	65	12
Not close	69	13	50	9
No response	38	7	27	5
New Yorkers	278	51	284	52
Puerto Ricans	200	37	206	38
Not close	41	7	34	6
No response	28	5	23	4
Negroes	173	32	160	29
Americans	285	52	333	61
Not close	60	11	30	6
No response	29	5	24	4
New Yorkers	304	56	321	59
Negroes	125	23	159	29
Not close	83	15	46	8
No response	35	6	21	4
Negroes	142	26	149	27
Puerto Ricans	287	52	298	54
Not close	87	16	70	13
No response	31	6	30	6
Africans	76	14	96	18
Puerto Ricans	326	60	326	60
Not close	110	20	100	18
No response	35	6	25	4
Negroes	251	46	291	53
Africans	77	14	75	14
Not close	184	34	152	28
No response	35	6	29	5
Africans	72	13	64	12
New Yorkers	361	66	390	71
Not close	77	14	66	12
No response	37	7	27	5

Appendix B

Questionnaires

BOARD OF EDUCATION, CITY OF NEW YORK
SOMPSEC
South Bronx Education Center

Dear Student:

We are pleased that you were able to visit our Center and would like to know if you enjoyed your visit. Perhaps you can help us to make the Center even more interesting. That is why we ask you to answer these questions.

NAME:_____ GRADE:_____

SCHOOL:_____ AGE:____ SEX:____ DATE:_____

1. How much did you like your visit to the Center?

☐ Did not like ☐ Liked it only a little ☐ Liked it very much

2. How much do you feel you learned about other people like yourself?

☐ Learned almost nothing ☐ Learned something ☐ Learned quite a bit

Below are listed things you may have done during your visit to the Center. Show how much you liked each by putting a check mark in the box under the words which tell how you feel.

	DID NOT SEE THIS	DID NOT LIKE THIS	LIKED THIS A LITTLE	LIKED THIS VERY MUCH
3. The brass quartet	☐	☐	☐	☐
4. The African history room	☐	☐	☐	☐
5. The film on Africa	☐	☐	☐	☐
6. The Afro-American room	☐	☐	☐	☐
7. The Puerto Rican handicraft room	☐	☐	☐	☐
8. The Puerto Rican room (with the map on the floor)	☐	☐	☐	☐
9. The film on Puerto Rico	☐	☐	☐	☐
10. The Puerto Rican art gallery	☐	☐	☐	☐
11. The art room where you could paint	☐	☐	☐	☐
12. The dance demonstration	☐	☐	☐	☐

13. Would you like to visit the Center again?

☐ YES ☐ NO

14. Are you planning to join our Saturday classes?

☐ YES ☐ NO

15. If you did join our Saturday classes, which <u>one</u> of the subjects listed below would be of the most interest to you?

☐ DANCE ☐ PAINTING ☐ GUITAR ☐ TRUMPET

SOUTH BRONX
EDUCATIONAL CENTER

STUDENT QUESTIONNAIRE
Form A
(Pre-Visit)

The Psychological
Corporation

SAMPLE QUESTION (In this Question Booklet)

1. Which one of the following best describes your feelings about the weather today?

   A. Like it very much
   B. Like it
   C. Dislike it
   D. Dislike it very much

SAMPLE ANSWER (On the Answer Sheet)

(If you like the weather today very much, you should have selected answer "A". On the answer sheet you would look for the number "1" and mark the space with the letter "A" in it.)

1	A	B	C	D	E

1. How many children, including yourself, live in your family's house or apartment?

   A. One
   B. Two or three
   C. Four or five
   D. Six or seven
   E. Eight or more

2. Before today, had you ever heard of the South Bronx Educational Center (SOMPSEC)?

   A. No
   B. Yes, have heard of the name
   C. Yes, have heard a lot about it

3. Which one of the answers below best describes how you first heard about SOMPSEC?

   A. Have never heard of it
   B. From my teacher
   C. From my family
   D. From my friends
   E. From seeing or visiting it

4. Have you ever visited the SOMPSEC Center in the South Bronx?

   A. No
   B. Yes, as part of my school class
   C. Yes, with my family
   D. Yes, with my friends
   E. Yes, have taken classes there

5. Your class will soon be visiting the SOMPSEC Center. Which one phrase below best describes what you expect to see and do there?

   A. I don't know
   B. Learn about other countries
   C. Learn about other people
   D. Learn about my own people
   E. Learn about where Americans came from

(ITEMS 6 to 20)
Below are some activities that may or may not be interesting to you. For each activity, show how much you are interested in it by marking your answer sheet this way:

A = No interest

B = Some interest

C = Great interest

6. Reading books
7. Listening to music
8. Playing sports
9. Going to school
10. Drawing pictures
11. Playing a musical instrument
12. Watching television
13. Visiting museums or art galleries
14. Traveling around America
15. Studying
16. Learning about your background
17. Going to concerts
18. Traveling to other countries
19. Going to dances
20. Learning what others like yourself have done in the past

21. Which one of the following best describes the grades you generally get in school?

A. Mostly A's
B. Mostly A's and B's
C. Mostly B's and C's
D. Mostly C's and D's
E. Mostly D's or below

(ITEMS 22 to 25)
Below are some statements that could be made about school. For each numbered statement, show how strongly you agree with it by marking

A = Neither agree nor disagree
B = Agree
C = Disagree

22. Most of the homework I get is a waste of time and not helpful at all
23. Going to school will help me in my life's work
24. I could probably learn more from a month on a job than from a year in school
25. Having a good education is the only way a person can get ahead in the world today

(ITEMS 26 to 40)
Below are listed several things about which you may have either HAPPY or SAD feelings. For each numbered item, mark

A = I am HAPPY about this
B = I am SAD about this
C = I have no feeling about this

26. Learning something new
27. Going home from school each day
28. My neighborhood
29. The kind of person I am
30. How well I read
31. The things my neighbors do
32. The violence in America today
33. The fight for equality
34. The job I will have some day
35. The school I attend
36. How I look and the kind of face I have
37. The types of friends I have
38. The jobs my neighbors have
39. The quality of education I get
40. How much I know

(ITEMS 41 to 49)
Below are some statements that you could make about yourself. For each numbered statement, show how well you feel it describes you by marking

A = Does not describe me at all
B = Describes me only a little
C = Describes me very well

41. I am the leader in my group
42. I make good use of all my time
43. I influence other people's ideas
44. When I say I'll do something, I get it done
45. I am a hard worker
46. I do my job, even when I don't like it
47. I usually look on the bright side of things
48. I take pride in what my friends do
49. I am a team player

(ITEMS 50 to 59)
Below are listed pairs of different groups of people in the world today. For each numbered pair, mark the one group you feel closest to. IF YOU DO NOT FEEL CLOSE TO EITHER GROUP, MARK "C."

50.	A. Americans	B. New Yorkers
51.	A. Puerto Ricans	B. Americans
52.	A. Americans	B. Africans
53.	A. New Yorkers	B. Puerto Ricans
54.	A. Negroes	B. Americans
55.	A. New Yorkers	B. Negroes
56.	A. Negroes	B. Puerto Ricans
57.	A. Africans	B. Puerto Ricans
58.	A. Negroes	B. Africans
59.	A. Africans	B. New Yorkers

60. Of the groups listed below, which one do you feel the closest to? If none of the groups, leave blank.

A. Americans
B. New Yorkers
C. Negroes
D. Puerto Ricans
E. Africans

SOUTH·BRONX
EDUCATIONAL CENTER

STUDENT QUESTIONNAIRE
Form B
(Post-Visit)

The Psychological
Corporation

SAMPLE QUESTION (In this Question Booklet)

1. Which one of the following best describes your feelings about the weather today?

   A. Like it very much
   B. Like it
   C. Dislike it
   D. Dislike it very much

SAMPLE ANSWER (On the Answer Sheet)

(If you like the weather today very much, you should have selected answer "A". On the answer sheet you would look for the number "1" and mark the space with the letter "A" in it.)

1	[A]	B	C	D	E

THE ANSWER SHEET HAS MORE ANSWER CHOICES THAN YOU NEED FOR SOME QUESTIONS. DO NOT MARK ANY OF THE EXTRA CHOICES. CHOOSE ONLY ONE ANSWER FOR EACH QUESTION.

1. Did you fill out the SOMPSEC questionnaire in your classroom BEFORE you visited the Center?

   A. Yes
   B. No
   C. Don't remember

2. Did you fill out a SOMPSEC questionnaire WHILE YOU WERE AT THE CENTER?

   A. Yes
   B. No
   C. Don't remember

(ITEMS 3 to 7)
Below is a list of ways you might have heard about the SOMPSEC Center. Show whether you heard about it in each way by marking an "A" for "yes" and a "B" for "no".

A = Yes, heard about it this way

B = No, did not hear about it this way

3. From my teacher

4. From my family

5. From my friends

6. From seeing or visiting it

7. From Center personnel

8. How many times have you actually visited the SOMPSEC Center?

   A. Have not visited it
   B. Once this year
   C. More than once this year
   D. Last year
   E. Both last year and this year

(ITEMS 9 to 13)
Your class has visited the SOMPSEC Center. Below is a list of things you might have expected to learn during your visit. For each, indicate how much you learned. Use the following code.

A = I didn't visit

B = I don't remember

C = Learned almost nothing

D = Learned something

E = Learned a great deal

9. About other countries

10. About other people

11. About my own people

12. About where Americans came from

13. About myself and my family

14. How much would you say you know about the SOMPSEC Center?

A. Never heard of it

B. Almost nothing

C. Something

D. A great deal

(ITEMS 15 to 18)
Below are some statements that could be made about school. For each numbered statement, show how strongly you agree with it by marking

A = Neither agree nor disagree

B = Agree

C = Disagree

15. Most of the homework I get is a waste of time and not helpful at all

16. Going to school will help me in my life's work

17. I could probably learn more from a month on the job than from a year in school

18. Having a good education is the only way a person can get ahead in the world today

(ITEMS 19 to 28)
Below are some activities that may or may not be interesting to you. Show how much you are interested in each by marking your answer this way:

A = No interest

B = Some interest

C = Great interest

19. Listening to music

20. Drawing pictures

21. Playing a musical instrument

22. Visiting museums or art galleries

23. Travelling around America

24. Learning about your background

25. Going to concerts

26. Travelling to other countries

27. Going to dances

28. Learning what others like yourself have done in the past

(ITEMS 29 to 43)
Below are listed several things about which you may have either HAPPY or SAD feelings. For each numbered item, mark

A = I am HAPPY about this

B = I am SAD about this

C = I have no feelings about this

29. Learning something new

30. Going home from school each day

31. My neighborhood

32. The kind of person I am

33. How well I read

34. The things my neighbors do

35. The violence in America today

36. The fight for equality

37. The job I will have some day

38. The school I attend

39. How I look and the kind of face I have

40. The types of friends I have

41. The jobs my neighbors have

42. The quality of education I get

43. How much I know

(ITEMS 44 to 52)
Below are some statements that you could make about yourself. For each numbered statement, show how well you feel it describes you by marking

A = Does not describe me at all

B = Describes me only a little

C = Describes me very well

44. I am the leader in my group

45. I make good use of all my time

46. I influence other people's ideas

47. When I say I'll do something, I get it done

48. I am a hard worker

49. I do my job, even when I don't like it

50. I usually look on the bright side of things

51. I take pride in what my friends do

52. I am a team player

53. How much did you like your visit to the Center?

A. Did not visit
B. Did not like it
C. Liked it only a little
D. Liked it very much

(ITEMS 54 to 63)
Below are listed pairs of different groups of people in the world today. For each numbered pair, mark the one group you feel closest to. IF YOU DO NOT FEEL CLOSE TO EITHER GROUP, MARK "C."

54. A. Americans B. New Yorkers

55. A. Puerto Ricans B. Americans

56. A. Americans B. Africans

57. A. New Yorkers B. Puerto Ricans

58. A. Negroes B. Americans

59. A. New Yorkers B. Negroes

60. A. Negroes B. Puerto Ricans

61. A. Africans B. Puerto Ricans

62. A. Negroes B. Africans

63. A. Africans B. New Yorkers

64. Of the groups listed below, which one do you feel closest to? If none of the groups, leave blank.

A. Americans
B. New Yorkers
C. Negroes
D. Puerto Ricans
E. Africans

65. Would you like to visit the Center again?

A. Yes
B. No
C. Don't know

(ITEMS 66 to 75)
Below are listed things you may have done during your visit to the Center. Show how much you liked each by marking your answer sheet this way

A = Don't remember
B = Did not see this
C = Did not like this
D = Liked this a little
E = Liked this very much

66. The brass Quartet

67. The African history room

68. The film on Africa

69. The Afro-American room

70. The Puerto Rican handicraft room

71. The Puerto Rican room (with the map on the floor)

72. The film on Puerto Rico

73. The Puerto Rican art gallery

74. The art room where you could paint

75. The dance demonstration

(ITEMS 76 to 79)
Below are listed subjects which are taught at the SOMPSEC Saturday classes. Show how much interest you would have in each if you attended. Use the following code:

A = I don't know
B = No interest
C = Some interest
D = Great interest

76. Dance

77. Painting

78. Guitar

79. Trumpet

SOMPSEC

TEACHER QUESTIONNAIRE

The Psychological Corporation

Dear Teacher:

The Psychological Corporation of New York City has been asked to evaluate the effectiveness of the SOMPSEC Center as a cultural and educational experience. We would like your help in completing this task. Your responses to this questionnaire may contribute to modifications and improvements in the Center.

NAME _____

SCHOOL _____

(ITEMS 1 to 11)
Below is a list of various aspects of the SOMPSEC visit to which your students may have been exposed. For each, show the degree of overall interest shown by your students. Use the following code:

0 = Did not see this
1 = Very little interest
2 = Little interest
3 = Some interest
4 = Great interest

1. ___The brass quartet
2. ___The African history room
3. ___The filmstrip on Africa
4. ___The Afro-American room
5. ___The Puerto Rican handicraft room
6. ___The Puerto Rican room (with the map on the floor)
7. ___The film on Puerto Rico
8. ___The filmstrips on Puerto Rico
9. ___The Puerto Rican art gallery
10. ___The room where students can paint
11. ___The dance demonstration

(ITEMS 12 to 22)
Below are listed various aspects of the SOMPSEC visit to which your students may have been exposed. For each, show the value to your students as an educational experience. Use the following code:

0 = Did not see this
1 = Very little value
2 = Little value
3 = Some value
4 = Great value

12. ___The brass quartet
13. ___The African history room
14. ___The filmstrip on Africa
15. ___The Afro-American room
16. ___The Puerto Rican handicraft room
17. ___The Puerto Rican room (with the map on the floor)
18. ___The film on Puerto Rico
19. ___The filmstrips on Puerto Rico
20. ___The Puerto Rican art gallery
21. ___The room where students can paint
22. ___The dance demonstration

(ITEMS 23 to 33)
Below are listed various aspects of the SOMPSEC visit to which your students may have been exposed. For each, show the degree to which it helped students to understand their ethnic origins. Use the following code:

0 = Did not see this
1 = Very little help
2 = Little help
3 = Some help
4 = Great help

23.___The brass quartet

24.___The African history room

25.___The filmstrip on Africa

26.___The Afro-American room

27.___The Puerto Rican handicraft room

28.___The Puerto Rican room (with the map on the floor)

29.___The film on Puerto Rico

30.___The filmstrips on Puerto Rico

31.___The Puerto Rican art gallery

32.___The room where students can paint

33.___The dance demonstration

34. How would you rate the SOMPSEC visit overall as an educational experience for your children?

0( )Neither a desirable nor undesirable experience
1( )A very undesirable experience
2( )An undesirable experience
3( )A desirable experience
4( )A very desirable experience

35. Do you feel that student discipline was normal during the visit?

1( )Yes, they behaved as they usually do
2( )No, they were better behaved than usual
3( )No, they were less well behaved than usual

36. Did the class as a whole seem to act in a more cohesive manner (e.g., seem to have a greater sense of togetherness) after their visit to the Center?

1( )No
2( )There did not appear to be any change
3( )Yes

(ITEMS 37 to 44)
Below is a list of subjects about which students may have asked after their visit to the Center. For each, show about how many questions they asked. Use the following code:

0 = No opinion
1 = They asked no questions on this
2 = They asked one or two questions on this
3 = They asked many questions on this

37.___On the possibility of going back to the Center

38.___On where they could get more information on Africa

39.___On where they could get more information on Puerto Rico

40.___On whether they could study new or different subject areas in class

41.___On how to enroll in the Center's Saturday program

42.___On where they could learn to paint or draw

43.___On how or where they could learn to play a musical instrument

44.___On how or where they could learn to dance

(ITEMS 45 - 51)
Below is a list of ways in which the SOMPSEC experience could fit into your classroom work. For each, show how much use you feel the Center program can be in your teaching. Use the following code:

0 = No opinion

1 = Of no use

2 = Of little use

3 = A great deal of use

45.___Help students develop a better sense of identity

46.___Help explain current events

47.___Help stimulate interest in art or music

48.___Help students understand other people

49.___Help students understand other countries or places

50.___Help students understand themselves

51.___Help students better understand life in America

52. In the week following your class's visit to SOMPSEC, did any representative of the program visit your school?

0( )I don't know

1( )Yes

2( )No

(ITEMS 53 to 67)
Below is a list of objectives of the SOMPSEC Center. To what degree did your class's visit to the Center satisfy each of the objectives listed? Use the following code:

0 = Don't know
1 = Not at all
2 = Only slightly
3 = To a great extent

53.___Enhance the self-image of the students

54.___Helped the students increase their sense of identity with America's past

55.___Provided inspiration in the fields of art and music

56.___Increased student skills in art and music

57.___Gave students some insight about their ethnic history

58.___Helped students develop pride in their community

59.___Helped students raise their level of aspiration

60.___Helped students develop pride in their ethnic group

61.___Helped students develop better attitudes toward school

62.___Helped students develop better attitudes toward education

63.___Helped students develop better attitudes toward the community

64.___Stimulated students to acquire musical skills

65.___Stimulated students to acquire artistic skills

66.___Helped students acquire a sense of identity and belongingness with an important segment of society

67.___Helped students acquire favorable attitudes and interests related to cultural pursuits

68. On the back of this questionnaire, please tell us about any recommendations you would make to improve the effectiveness of the SOMPSEC program.

SOMPSEC

STAFF
QUESTIONNAIRE

The Psychological Corporation

Dear Staff Member:

The Psychological Corporation of New York City has been asked to evaluate the effectiveness of the SOMPSEC Center as a cultural and educational experience. We would like your help in completing this task. Your responses to this questionnaire may contribute to modifications and improvements in the Center.

NAME_____

1. Sex

   1( )Male 2( )Female

2. In which one area of the SOMPSEC Program do you participate most?

   1( )Dance
   2( )Music
   3( )Art
   4( )Library
   5( )Hostess
   6( )Office
   7( )Other

3. Are you considered to be part of the teaching or the paraprofessional staff?

   1( )Teaching
   2( )Paraprofessional
   3( )Neither
   4( )Both
   5( )Other

4. Do you work in the Center or at one of the schools?

   1( )Center
   2( )School
   3( )Neither
   4( )Both

5. Do you live within the district which SOMPSEC serves?

   1( )Yes
   2( )No

(Items 6 to 16)

Below is a list of various aspects of the SOMPSEC Center. For each, show the degree of interest shown by students who visited the Center. Use the following code:

0 = Not familiar with this
1 = Very little interest
2 = Little interest
3 = Some interest
4 = Great interest

6.___The brass quartet

7.___The African history room

8.___The filmstrip on Africa

9.___The Afro-American room

10.___The Puerto Rican handicraft room

11.___The Puerto Rican room (with the map on the floor)

12.___The film on Puerto Rico

13.___The filmstrips on Puerto Rico

14.___The Puerto Rican art gallery

15.___The room where students can paint

16.___The dance demonstration

(Items 17 to 31)

Below is a list of the objectives of the SOMPSEC Center. To what degree do you feel that the students' visits to the Center satisfied each of the objectives listed. Use the following code:

0 = Don't know

1 = Not at all

2 = Only slightly

3 = To a great extent

17.___Enhanced the self image of the students

18.___Helped the students increase their sense of identity with America's past

19.___Provided inspiration in the fields of art and music

20.___Increased student skills in art and music

21.___Gave students some insight about their ethnic history

22.___Helped students develop pride in their community

23.___Helped students raise their level of aspiration

24.___Helped students develop pride in their ethnic group

25.___Helped students develop better attitudes toward school

26.___Helped students develop better attitudes toward education

27.___Helped students develop better attitudes towards the community

28.___Stimulated students to acquire musical skills

29.___Stimulated students to acquire artistic skills

30.___Helped students acquire a sense of identity and belongingness with an important segment of society

31.___Helped students acquire favorable attitudes and interests related to cultural pursuits

32. Please tell us about any recommendations you would make to improve the effectiveness of the SOMPSEC program.

SOMPSEC

VISITOR
QUESTIONNAIRE

The Psychological
Corporation

Dear Visitor:

We are pleased that you were able to visit our Center and would like to know if you enjoyed it. You can help us to make the Center even more interesting and valuable. That is why we ask you to answer the questions below.

Please complete this form just before you leave the Center. For each numbered item, mark the boxes which represent your best answer to that question.

NAME_____ SEX: ( )Male ( )Female

REPRESENTING: ( )Self ( )Other_____ Date:_____

HOME OR ORGANIZATION ADDRESS:_____
(ZIP)

LOCATION: ( )South Bronx ( )Other_____
(specify)

1. Which one phrase below best describes how you first heard about the SOMPSEC Center?

   1( )From my children
   2( )From other parents or neighbors
   3( )From the school
   4( )From business or work friends
   5( )From SOMPSEC Center people
   6( )From newspapers
   7( )Other_____
   (specify)

2. Why did you visit the Center today? (Check as many as apply)

   1( )To see what the Center was like
   2( )Visited it before and wanted to see more
   3( )I was asked to visit it
   4( )To examine parts of the program
   5( )To bring my children for a visit
   6( )To bring my children to register for Saturday classes
   7( )To learn about my background
   8( )Other_____
   (specify)

3. Have any of your children visited the SOMPSEC Center?

   1( )No, I have no children
   2( )No, but I have children
   3( )Yes
   4( )Yes and they are or have been enrolled in the Saturday program

4. Would you like to enroll in any parts of the Saturday program? (Check as many as apply)

   1( )No, I would not like to enroll
   2( )I'm not sure at the moment
   3( )Yes, but have no preference for class
   4( )Yes, interested in dance
   5( )Yes, interested in painting
   6( )Yes, interested in guitar
   7( )Yes, interested in trumpet

5. With whom did you visit the Center today?

   1( )By myself
   2( )With part of a school class
   3( )With my husband or wife
   4( )With my children
   5( )With other neighborhood children
   6( )With friends or neighbors
   7( )With people I work with
   8( )Other_____

6. Would you personally like to see the SOMPSEC Center program continued?

1( )Yes
2( )No
3( )Not sure

7. Which one category below best describes your age?

1( )Under 25
2( )25 - 35
3( )36 - 45
4( )46 - 60
5( )Over 60

Below are listed things you may have done or seen during your visit to the Center. Show how much you liked each by putting a check mark in the box under the words which show how you feel about each.

	DID NOT SEE THIS	DID NOT LIKE THIS	LIKED THIS A LITTLE	LIKED THIS VERY MUCH
8. The brass quartet	( )	( )	( )	( )
9. The African history room	( )	( )	( )	( )
10. The film on Africa	( )	( )	( )	( )
11. The Afro-American room	( )	( )	( )	( )
12. The Puerto Rican handicraft room	( )	( )	( )	( )
13. The Puerto Rican room (with map on floor)	( )	( )	( )	( )
14. The film on Puerto Rico	( )	( )	( )	( )
15. The Puerto Rican art gallery	( )	( )	( )	( )
16. The room where children can paint	( )	( )	( )	( )
17. The dance demonstration	( )	( )	( )	( )
18. The dancing classes	( )	( )	( )	( )
19. The painting classes	( )	( )	( )	( )
20. The guitar classes	( )	( )	( )	( )
21. The trumpet classes	( )	( )	( )	( )

22. What changes, if any, would you like to see made in the operation of the SOMPSEC Center? (Please write your answer in the space below)

23. If you have any other comments you would like to make on the SOMPSEC Center, please write them below.